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MICHIGAN'S SCHOOL PSYCHOLOGISTS--A PROFILE ANALYSIS.

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PERSONAL AND PROFESSIONAL CHARACTERISTICS OF MICHIGAN SCHOOL PSYCHOLOGISTS WERE STUDIED TO (1) DISCOVER LEVELS OF COMPETENCY, (2) OBTAIN DEMOGRAPHIC AND BASE LINE DATA, (3) ASSIST IN REEVALUATING THE DIAGNOSTICIAN PROGRAM. THE POPULATION, 209 DEPARTMENT OF PUBLIC INSTRUCTION (DPI) APPROVED DIAGNOSTICIANS AND 107 MEMBERS OF THE MICHIGAN SOCIETY OF SCHOOL PSYCHOLOGISTS (MSSP), WERE SENT QUESTIONNAIRES. TABLES ARE PRESENTED OF (1) CHARACTERISTICS OF MSSP MEMBERS, (2) DPI DIAGNOSTICIANS, (3) A COMPARISON OF MSSP MEMBERS AND DIAGNOSTICIANS, AND (4) A COMPARISON OF DIAGNOSTICIANS AND NON-MSSP DIAGNOSTICIANS. A QUESTIONNAIRE WAS ALSO SENT TO MICHIGAN SCHOOL SUPERINTENDENTS IN SYSTEMS CONTAINING OVER 5,000 PUPILS TO ASSESS THEIR ATTITUDES ABOUT THE EMPLOYMENT OF SCHOOL DIAGNOSTICIANS. ONE OUT OF EVERY TWELVE SYSTEMS ELIGIBLE TO HIRE DIAGNOSTICIANS UNDER THE REIMBURSEMENT PROGRAM WAS NOT INTERESTED IN DOING SO. HOWEVER, MICHIGAN EMPLOYMENT OPPORTUNITIES FOR DIAGNOSTICIANS ARE CONSIDERED SOUND. THIS DOCUMENT APPEARED IN PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS, REPORT 1, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICE, ANN ARBOR, MICH., PP. 24-64 AND IS AVAILABLE IN THE JOURNAL PSYCHOLOGY IN THE SCHOOLS, VOL. II, NO. 4, OCTOBER 1965, PP. 340-344. (PS)

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REPORT 1

INTERPROFESSIONAL
RESEARCH
COMMISSION
ON
PUPIL
PERSONNEL
SERVICES

MIDWEST RESEARCH
CENTER

PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS

CG 000 773

Report 1

IRCOPPS MIDWEST RESEARCH CENTER
FOR PUPIL PERSONNEL SERVICE

PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS

James Dunn
Robert Havens
Richard Knowles
Frank Maple
Edward Roeber

THE UNIVERSITY OF MICHIGAN
1967

MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICE

June 1967

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PREFACE

This report is the first in a series of research monographs produced by the IRCOPPS Midwest Research Center, which was established in the fall of 1963 with the assistance of NIMH Research Funds.

Activities of the Center were directed toward a number of basic problems ranging from an analysis of pupil personnel workers, their characteristics, and their training; and, finally, toward studies of differential diagnosis and methods of problem prevention. The present report[1] deals with the first of these. Subsequent reports in this series deal with other of our activities.

A comprehensive overview of all facets of Center operations, with synopses of the various technical reports in the monograph series, may be found in our 1967 Summary Status Report.

Information regarding other activities of the Interprofessional Research Commission on Pupil Personnel Services may be had by writing IRCOPPS, The University of Maryland, College Park, Maryland.

James A. Dunn
Director

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[1]Research supported under NIMH Grant #01428.

TABLE OF CONTENTS

PART I - SCHOOL PSYCHOLOGY JAMES A. DUNN

ON THE GROWTH OF SCHOOL PSYCHOLOGY..... 5

SCHOOL PSYCHOLOGY: PAST, PRESENT AND FUTURE... 12

MICHIGAN'S SCHOOL PSYCHOLOGISTS: A PROFILE ANALYSIS..... 24

PART II - GUIDANCE AND COUNSELING ROEBER, HAVENS AND KNOWLES

REACTIONS OF PUPIL PERSONNEL WORKERS TO SELECTED SITUATIONS, By Roeber..... 65

CHARACTERISTIC PATTERNS OF HIGH AND LOW PERFORMANCE RATED COUNSELOR CANDIDATES, By Havens..... 140 NOT Abstracted

ATTITUDES TOWARD THE ROLE OF THE PSYCHOLOGIST AND THE COUNSELOR IN THE SECONDARY SCHOOL, By Knowles..... 198 not Abstracted

PART III - SCHOOL SOCIAL WORK FRANK MAPLE

THE VISITING TEACHER SERVICE IN MICHIGAN..... 274

PART I

SCHOOL PSYCHOLOGY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MICHIGAN'S SCHOOL PSYCHOLOGISTS: A PROFILE ANALYSIS

JAMES A. DUNN, Ph.D.

The University of Michigan
Ann Arbor, Michigan

Reprinted from Psychology in the Schools, Vol. II, No. 4, 340-344, October 1965.

MICHIGAN'S SCHOOL PSYCHOLOGISTS: A PROFILE ANALYSIS OF PERSONAL AND PROFESSIONAL CHARACTERISTICS OF SCHOOL PSYCHOLOGISTS IN THE STATE OF MICHIGAN[1]

Early School Psychology in Michigan.

School psychology is not new to the State of Michigan. Indeed, a psychological clinic was established by the Detroit Board of Education as early as the 1920's; and Wayne State University, then Detroit Normal School, also under the Detroit Board of Education, developed a Master's degree program in clinical psychology as early as the 1930's (Dunn, 1964). It was not until the early 1950's that school psychology really began to expand in Michigan, however. That expansion was a direct result of the establishment of the State Reimbursable Program for the Education of the Mentally Handicapped; a program adopted by the State Legislature in 1948 (1949) which provided for State reimbursement of the major portion of the expenses incurred by local school systems in the establishment and operation of special

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[1]This study was conducted under the auspices of the IRCOPPS Midwest Research Center for Pupil Personnel Services, and was supported, in part, by the Public Health Service Grant MH1428 from the National Institute of Mental Health.

educational classes for mentally retarded children. The legislature required, however, that the placement of children in such programs be on the bases of an examination by a competent psychological diagnostician.

The School Diagnostician.

The State Department of Public Instruction (DPI) was charged with the responsibility of defining what constituted a "competent" diagnostician. The DPI responded in 1950 by defining competency in terms of a certain number of university courses in specific content areas, plus a fixed number of hours of work experience. The definition has not been changed since the inauguration of the program. Individuals hired by local school systems to serve as diagnosticians submit their qualifications to the DPI for approval at the time of initial employment. Temporary approval by DPI as a diagnostician requires seven courses plus work experience with children, some of which may be teaching experience. Fundamentally, DPI requirements for temporary approval are 16 to 21 hours of course work plus 500 clock hours of supervised internship. The nature of the internship is left to the discretion of the training institution. Only two-thirds of those 36 hours need be at the graduate level, however.

The majority of the persons who entered the field in the early 1950's were individuals who already had the necessary

credits and/or training. Most of these persons were either teachers who had taken educational psychology courses or master's level clinicians, working in clinical or diagnostic capacities. The individuals were simply endorsed by their original training institutions. More recently, however, the majority of individuals entering the diagnostician's field have been trained with the specific goal of DPI approval in mind. At the present time, four institutions, The University of Michigan, Michigan State University, Wayne State University, and Western Michigan University are the four diagnostician training institutions recognized by DPI.

Problem

The present paper presents the results of a study of the personal and professional characteristics of the school psychologists presently serving the State of Michigan. The study was undertaken for three basic reasons. First, to provide the profession with an up-to-date picture of the levels of competency reflected in school psychology in Michigan today. Second, to provide certain basic demographic, and base line, data desired by the IRCOPPS Midwest Research Center for Pupil Personnel Services. And thirdly, to assist the DPI in its re-evaluation of the diagnostician program.

Procedure

There were certain problems in defining the set of individuals that comprise the population "school psychologists in Michigan." First, of all, there was no specific list of all such individuals. The Annual DPI roster of approved diagnosticians was not sufficient. That roster lists only those persons who are serving school systems which have sought and have been granted approval by the DPI for State reimbursement for their special education programs. There are many psychologists, however, who are retained by local boards of education, as psychologists, who do not come under the reimbursable program. In addition, there are also individuals who consider themselves school psychologists, and who identify with school psychology, even though they are not actually employed by public school systems. Certain psychologists working in university settings, in private practice, in residential treatment centers, and the like, are cases in point. Thus, the definition of who constitutes the Michigan school psychologist population is a somewhat schizoid problem. Consequently, the population was defined in terms of two overlapping, or intersecting, subsets. One set was composed of approved DPI diagnosticians. This set has already been described. The other set was all members of the Michigan Society of School Psychologists (MSSP).

The MSSP is the professional society of the Michigan Psychological Association which has as its general objective the encouragement and improvement of school psychological services in the State of Michigan. It is the only such society in the State which is affiliated with the Michigan Psychological Association. and thus indirectly with the American Psychological Association.

The two sets overlap or intersect, but neither subsumes the other. Many school diagnosticians are members of MSSP. There are, however, some diagnosticians who are not members of MSSP; at the same time there are some members of MSSP who are not school diagnosticians, i.e., not on the DPI roster of persons servicing the mentally retarded program. In addition to diagnosticians the MSSP also represents psychologists who are involved in other types of school psychology not covered by the school diagnostician program.

This dual method of population definition permits some rather interesting analyses to be made. First, this article will present a summary description of the personal and professional characteristics of the members of the MSSP. Then a summary of the characteristics of diagnosticians will be given. Following that, the two groups will be contrasted; then, because there is overlap between the MSSP membership list and the roster of DPI approved diagnosticians, an additional contrast will be made using only MSSP diagnosticians and non-MSSP diagnosticians.

Sample and Method

In May of 1964, questionnaires were sent to the 209 diagnosticians approved by the DPI for the school year of 1963-64. Similar questionnaires were sent to all MSSP members who were not on the DPI diagnosticians list. Certain questions were omitted from the MSSP non-diagnostician questionnaire because of their irrelevance for that particular subset of individuals; otherwise the questionnaires were identical. Questions were multiple choice; answers were recorded on McBee Keysort Cards; and all data were processed mechanically. Anonymity was guaranteed.

Of the 209 diagnosticians on the DPI list, two indicated they had left their jobs. This reduced the diagnostician population to 207. The MSSP population, at the time of the survey, was 107; 55% of the MSSP membership was also reflected in the DPI diagnosticians roster.[1] Table 1 summarizes the percentage of questionnaires returned by the various subsets of individuals.

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[1]It is interesting to note that the MSSP presently represents more school diagnosticians than there were in the entire state three years ago.

TABLE 1

Sample Sizes and Per Cent Questionnaire Return

	MSSP Total	MSSP Non-Diagnostician	MSSP Diagnostician	Non-MSSP Diagnostician	Diagnostician Total	Population
Membership[a]	107	48	59	148	207	255
Number Return	82	30	52	124	176	206
% Returns	77	62	89	84	85	80

[a]For the academic year 1964-65, the MSSP membership numbers 150 and the diagnosticians 214.

Results

In general, Michigan school psychologists are young men in their thirties, with one to two years of graduate training, primarily in psychology, who have had two or more years teaching experience, who have membership in educational as well as psychological associations.[1]

MSSP Membership Characteristics.

The typical MSSP member is male, reasonably mature, moderate to well-trained, professionally affiliated, reasonably well paid, and has aspiration for upward professional mobility. In particular:

(a) 65% are male
(b) 63% are over 35 years of age
(c) 63% have two or more years of graduate training

[1]A complete table of percentages of responses to each answer alternative, by class of respondent, may be obtained by obtained by writing to Dr. James Dunn, Director, IRCOPPS Project, 534 UES, The University of Michigan, Ann Arbor, Michigan.

(d) 25% hold the doctorate
(e) 26% are working toward the doctorate
(f) 40% are certified for private practice by the State, at the psychologist or consulting psychologist level
(g) 68% have had one or more years teaching experience
(h) 61% have had four or more years experience as a school psychologist or diagnostician
(i) 75% belong to the Michigan Psychological Association
(j) 60% belong to the NEA-MEA, or both
(k) 91% "feel the State should make provision for a considerably expanded program of psychological service"
(l) 73% "think a two-level certification program would be of value to the State even though reimbursement for the new level might not be immediately forthcoming."

Diagnostician Characteristics.

As a group the diagnosticians are:

(a) 66% male
(b) 50% are 36 years of age or older
(c) 53% have two years or more of graduate training
(d) 7% hold the doctorate
(e) 32% are working toward the doctorate
(f) 19% are certified at the psychologist or consulting psychologist level
(g) 73% have had one or more years teaching experience
(h) 50% have had four or more years experience as a school diagnostician
(i) 44% belong to MPA
(j) 56% belong to NEA-MEA or both
(k) 91% "feel the State should make provision for a considerably expanded program of psychological service"
(l) 73% "think a two-level certification program would be of value to the State even though reimbursement for the new level might not be immediately forthcoming."

MSSP Member-Diagnostician Comparison.

When the data are arrayed side by side, several noticeable differences between MSSP members and school diagnosticians, may be seen. Table 2 summarizes some of the more noticeable differences.

TABLE 2

Notable Differences: MSSP Members Versus Non-MSSP Diagnosticians

	MSSP Members	Non-MSSP Diagnosticians
Hold Membership in MPA	75%	32%
Four or more years experience as a school diagnostician	61	27
Forty years old or older	46	29
Certified as psychologist or consulting psychologist	40	13
Ten years or more teaching experience	31	12
Holds Doctorate degree	25	4

MSSP Diagnostician-Non-MSSP Diagnostician Comparison.

In some respects, however, it is not entirely appropriate to compare the typical MSSP member with non-MSSP diagnosticians because, as was indicated earlier, MSSP has a significant number of members who are university professors, private psychologists, directors of special services, etc. Consequently, the following comparison has been made in order to partial out the effects of non-diagnostician MSSP members. While there are, in general, no differences between these groups on such variables as sex, teaching experience, undergraduate major, percentage working toward a doctorate, percentage on an academic-year pay scale, membership in educational associations, and so forth, there are rather clear-cut differences between these two groups of diagnosticians. Table

3 summarizes these differences.

In addition, MSSP diagnosticians tend to be located more in metropolitan areas, especially in cities of 10,000 to 15,000 pupil population. Non-MSSP diagnosticians tend to be centered more in county operations and in operations split between several smaller towns. There is also some evidence that MSSP diagnosticians have taken a more active role in the definition of their job descriptions than did non-MSSP persons. Also, MSSP diagnosticians appear to have:

(a) a stronger professional affiliation

(b) significantly higher salaries

(c) received the bulk of their training at either the University of Michigan or Wayne, and

(d) higher levels of aspiration inasmuch as they see their target goal in the next six to eight years either working as psychologists on research projects or at university and college positions.

In general, then, the MSSP appears to represent a more or less broad concept of school psychology by virtue of the fact that it draws its membership from more than one area of school psychological service. Its members are reasonably well trained, mature, experienced and professionally oriented individuals who at the same time are familiar with the problems of education, and who are interested in upgrading the scope of school psychological services. The non-affiliated school diagnosticians, by way of contrast, are younger, less experienced, and less well

TABLE 3

Notable Differences:
MSSP Diagnosticians Versus Non-MSSP Diagnosticians

	MSSP Diagnostician	Non-MSSP Diagnostician
Age: less than 30	15%	28%
45 or more	26	16
Use title "psychologist"	46	20
Holds Doctorate degree	13	4
Graduate major in psychology or educational psychology	80	69
Certified psychologist or consulting psychologist	33	13
Four or more years experience as psychologist prior to becoming diagnostician	21	16
Experience as diagnostician		
0-1 years	13	42
4 or more years	62	27
Serve school system of 7,5000 pupils or more	59	31
Attend regular meetings of diagnosticians in your area	52	39
Hold APA membership	48	32
Hold MPA membership	72	32
Salary		
$7,500 or less	17	37
$9,500 or more[a]	37	11

[a]This difference not due to difference in terms of contract. There is no difference in the ratio of 10 month to 12 month employment between the two groups.

trained. Nevertheless, they also are very much concerned with improving the nature of school psychological services in Michigan. Finally, there is evidence to suggest that after a year or two of exposure to professional school psychology the younger diagnosticians tend to seek affiliation with the MSSP.

REFERENCES

Department of Public Instruction. Regulations for evaluation of credentials of persons employed for psychological services in the program for the education of the mentally handicapped. Lansing, Michigan: Department of Public Instruction, 1950.

Dunn, J. A. On the growth of school psychology. Psychology in the schools, 1965, 2, 110-112.

Legislature of the State of Michigan. General school laws. Lansing, Michigan: Speaker, Hines & Thomas, Inc., 1949.

APPENDIX A - INSTRUMENTATION

MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICE

SCHOOL PSYCHOLOGY SURVEY

Directions: Please read the following questions and their possible answers. When you have selected your answer, record your answer by writing the letter of your answer, i.e., a, b, c, d, etc., on the appropriate line in the center of the Answer Card. Two questions require written answers; space is provided on the Answer Card also. We have asked only questions which we feel are absolutely necessary for our better understanding of School Psychology in Michigan; therefore, please answer <u>every</u> question. If, however, you find it impossible to do so, please write "no answer" behind the question number of the Answer Card.

Please DO NOT PUT YOUR NAME on any materials. The materials are numbered to allow future follow-up if it should be necessary.

All data will be processed mechanically on punched cards. Names of individuals will not be used at any time. You have my assurance that absolute confidentiality will be maintained at all time. References to cards will always be by number, names will never be used.

Thank you,

James A. Dunn, Ph. D.

SCHOOL PSYCHOLOGY SURVEY*

1. Your sex?

   a) Male
   b) Female

2. Your age?

   a) 20-25
   b) 26-30
   c) 31-35
   d) 36-40
   e) 41-45
   f) 46-50
   g) 51-55
   h) 56-60
   i) over 60

3. Your school title?

   a) Diagnostician
   b) Psychologist or School Psychologist
   c) Other

4. Undergraduate major?

   a) Psychology
   b) Education
   c) Other

5. If you did not have psychology as an undergraduate major did you have it as an undergraduate minor?

   a) Yes
   b) No

6. Highest Degree held?

   a) B.A.
   b) M.A.
   c) Specialist or M.A. plus 30 additional graduate semester hours
   d) Ph.D.
   e) Ed.D.

7. Graduate major?

   a) Psychology
   b) Educ. Psychology
   c) Guidance
   d) Other

---

* This form used for Non MSSP Diagnosticians

8. Toward what degree are you currently working?

a) None
b) B.A.
c) M.A.
d) Specialist
e) Ph.D.
f) Ed.D.

9. If you are working toward a graduate degree, what is your major?

a) Psychology
b) Educ. Psychology
c) Guidance
d) Other

10. What certification, if any, do you hold under the Psychologist Registration Act?

a) None
b) Examiner
c) Psychologist
d) Consulting Psychologist

11. Do you have a teaching certificate?

a) Yes
b) No

12. Number of years teaching experience?

a) 0
b) 1
c) 2
d) 3
e) 4
f) 5
g) 6-10
h) 11-20
i) over 20

13. Number years full-time experience as a psychologist prior becoming a diagnostician?

a) 0
b) 1
c) 2
d) 3
e) 4
f) 5
g) 6-10
h) 11-20
i) over 20

14. Number years experience as a school diagnostician or school psychologist?

a) 0
b) 1
c) 2
d) 3
e) 4
f) 5
g) 6
h) 7-10
i) over 10

15. Size of school system (systems) you serve:

a) County Board
b) 2 or more cooperating districts
c) 1 system, under 5,000 school population

One system population:
d) 5000-7499
e) 7500-9999
f) 10,000-12,499
g) 12,000-15,000
h) over 15,000
i) Detroit

16. Number diagnosticians (Psychologists) working with you in same system (county).

a) 0
b) 1
c) 2
d) 3
e) 4
f) 5
g) 6 or more

17. Do you have a supervising psychologist in your system to whom you may go for professional consultations?

a) Yes
b) No

18. Do you have and attend regular (bi-monthly or more frequent) meetings of the diagnosticians in your local area?

a) Yes
b) No

19. Did you: (a) take an active part in defining your role in your system; or was your role (b) fairly well defined - by the superintendent, previous diagnosticians, etc. - before you got there. (a or b)

20. Professional Memberships:

a) APA member
b) APA associate
c) APA Division 12
d) APA Division 16
e) Mich P.A.
f) N.E.A.
g) M.E.A.
h) Ortho

21. Present salary? (School salary only)

a) less than $6000.
b) $6000. - $6999.
c) $7000. - $7499.
d) $7500. - $7999.
e) $8000. - $8499.
f) $8500. - $8999.
g) $9000. - $9499.
h) $9500. - $10,000
i) over $10,000

22. Employment period?

a) 9 or 10 months
b) 11 or 12 months

23. I received the bulk of my psychological training at

a) U of M
b) MSU
c) Wayne
d) Western
e) Other

24. The university that recommended me for certification was

a) U of M
b) MSU
c) Wayne
d) Western
e) Other

25. How satisfied were you with your training leading to certification?

a) very well satisfied
b) it was adequate
c) it was weak
d) it was very poor

26. How well did your training prepare you for the job?

a) very well, indeed
b) quite well
c) it was good as far as it went
d) it was skimpy at best
e) it was totally unrealistic

27. Some people decide to be diagnosticians before they have had any training, others make that decision after they have had rather extensive graduate training. Roughly speaking, about how much additional training was it necessary for you to take after you decided to become a diagnostician?

a) nothing, I already had sufficient training
b) a few courses
c) several (3 or 4) courses
d) 6 or 7 courses
e) I had to undertake a rather extensive training program because I had no graduate psychology and/or Educational Psychology training.
f) I had to undertake an extensive training program (8 or more courses) even though I had what I thought was an adequate background already.

28. In what areas do you consider diagnosticians to be least adequately prepared when they first come onto the job? (Essay question. Please answer on back of answer card)

29. Do you think the State needs to make provisions for a considerably expanded program of psychological services?

a) Yes
b) No

30. As you probably know, many states certify personnel for school psychology at two levels. Do you think a two level certification program would be of value to the State of Michigan even though reimbursement for the new level might not be immediately forthcoming?

a) Yes
b) No

31. If certification at the school psychologist level should be forthcoming, do you think you would seek such certification?

a) Yes
b) Probably
c) It's doubtful
d) No

32. Check the kind of job you expect to be doing 6 or 8 years from now.

a) Basically the same job
b) Administrative position such as Director of Special Education; Coordinator of Psychological Services; etc.
c) Psychologist at university or college
d) Psychologist in research or research institution
e) School Psychologist with part-time private practice
f) Psychologist with full-time or almost full-time private clinical practice
g) Psychologist in state or private hospital

33. According to a survey by Kelly and Fiske, about 50% of the clinical psychologists surveyed had some regret regarding their choice of professional careers. If you had it to do all over again, what would you have done differently? (Essay question)

MSSP - MEMBERSHIP SURVEY *

Please disregard the apparent distortions in the question numbering system. The questions were numbered in such a way as to facilitate data processing.

1, Your sex?

)1 Male
2) Female

2. Your age?

1) 20-25
2) 26-30
3) 31-35
4) 36-40
5) 41-45
6) 46-50
7) 51-55
8) 56-60
0) over 60

3. Your title? (Please answer on back of card)

4. Undergraduate major?

1) Psychology
2) Education
3) Other

5. If you did not have psychology as an undergraduate major did you have it as an undergraduate minor?

1) Yes
2) No

6) Highest Degree held?

1) B.A.
2) M.A.
3) Specialist or M.A. plus 30 additional graduate semester hours
4) Ph.D.
5) Ed. D.

7. Graduate major?

1) Psychology
2) Educ. Psychology
3) Guidance
4) Other

---

* This form used for MSSP members.

8. Toward what degree are you currently working?

1) None
2) B.A.
3) M.A.
4) Specialist
5) Ph. D.
6) Ed. D.

9. If you are working toward a graduate degree, what is your major?

1) Psychology
2) Educ. Psychology
3) Guidance
4) Other

10. What certification, if any, do you hold under the Psychologist Registration Act?

1) None
2) Examiner
3) Psychologist
4) Consulting Psychologist

11. Do you have a teaching certificate?

1) Yes
2) No

12. Number of years public school teaching experience?

1) 0
2) 1
3) 2
4) 3
5) 4
6) 5
7) 6-10
8) 11-20
9) over 20

14. Number years experience as a school diagnostician or school psychologist?

1) 0
2) 1
3) 2
4) 3
5) 4
6) 5
7) 6
8) 7-10
9) over 10

20. Professional Memberships:

1) APA member
2) APA associate
3) APA Division 12
4) APA Division 16
5) Mich P.A.
6) N.E.A.
7) M.E.A.
8) Ortho

23. I received the bulk of my psychological training at:

1) U of M
2) MSU
3) Wayne
4) Western
5) Other

25. How satisfied were you with your psychological training?

1) very well satisfied
2) it was adequate
3) it was weak
4) it was very poor

28. In what areas do you consider school diagnosticians to be least adequately prepared when they first come onto the job? (Essay Question. Please answer on back of answer card)

29. Do you think the state needs to make provisions for a considerably expanded program of psychological services?

1) Yes
2) No

30. As you probably know, many states certify personnel for school psychology at two levels. Do you think a two level certification program would be of value to the State of Michigan even though reimbursement for the new level might not be immediately forthcoming?

1) Yes
2) No

31. If certification at the school psychologist level should be forthcoming do you think you would seek such certification?

a) Yes
b) Probably
c) It's doubtful
d) No

32. Check the kind of job you expect to be doing 6 or 8 years from now.

a) Basically the same job
b) Administrative position such as Director of Special Education; Coordinator of Psychological Services; etc.
c) Psychologist at university or college

32 (continued.)

d) Psychologist in research or research institution
e) School psychologist with part-time private practice
f) Psychologist with full-time or almost full-time private clinical practice
g) Psychologist in state or private hospital

33. According to a survey by Kelly and Fiske, about 50% of the clinical psychologists surveyed had some regret regarding their choice of professional careers. If you had it to do all over again, what would you have done differently? (Essay question)

34. My major position is at:

1) University
2) Private school
3) County school board
4) Public school system
5) Private practice
6) Other (please specify)

APPENDIX B

SUMMARY OF RESULTS: BY MEMBERSHIP CATEGORY

	MSSP	Diagnost.	MSSP Diagnost.	Non MSSP Diagnost.
	N=81	N=176	N=54	N=122
1. Sex				
a. Male	65%	66%	65%	67%
b. Female	35%	34%	35%	33%
2. Age				
a. 20-30	14	24	15	28
b. 31-40	40	43	43	43
c. 41-50	25	19	24	17
d. 51-60	26	11	15	9
e. over 60	5	3	4	3
3. School title				
a. Diagnostician	x	69	52	76
b. Psychologist	x	28	46	20
c. Other	x	3	2	4
4. Undergraduate major				
a. Psychology	36	42	41	42
b. Education	42	37	39	36
c. Other	22	21	20	21
5. If did not have psych as undergrad major, as an undergrad minor				
a. Yes	36	35	46	30
b. No	42	32	20	37
6. Highest Degree held				
a. B.A.	1	2	2	2
b. M.A.	36	46	46	45
c. Specialist or M.A. plus 30 add. hours	38	46	39	48
d. Ph. D.	21	6	11	3
e. Ed. D.	4	1	2	1
7. Graduate major				
a. Psychology	39	39	43	37
b. Educ. Psych	37	33	37	32
c. Guidance	15	17	15	17
d. Other	9	11	6	13

	MSSP	Diagnost.	MSSP Diagnost.	Non MSSP Diagnost.
8. Degree currently working toward				
a. B.A.	1%	1%	-	1%
b. M.A.	-	1	-	2
c. Specialist	3	6	4	7
d. Ph.D.	26	25	28	23
e. Ed.D.		7	7	7
9. If working toward a grad degree, what major				
a. Psychology	5	6	7	5
b. Educ. Psych.	17	24	24	24
c. Guidance	7	8	6	9
d. Other	6	3	6	3
10. Private certification				
a. Examiner	11	19	13	22
b. Psychologist	10	8	11	7
c. Consult Psych	30	11	22	6
11. Teaching certificate				
a. Yes	70	73	68	75
b. No	28	26	30	25
12. Years teaching experience				
a. 0	32	28	30	27
b. 1-2	13	15	15	14
c. 3-4	15	9	15	21
d. 5-over 20	46	38	35	37
13. Years experience as a psych. prior becoming a diagnostician				
a. 0	x	66	59	68
b. 1-2	x	10	15	8
c. 3-5	x	11	10	12
d. 6-over 20	x	12	17	11
14. Years experience as school diagnostician or school psychologist				
a. 0	4	-	-	-
b. 1-2	11	33	13	42
c. 3-5	38	39	39	38
d. 6-over 10	46	28	49	20

		MSSP	Diagnost.	MSSP Diagnost.	Non MSSP Diagnost.
15.	Size of school system				
	a. County Board	x	32	22	37
	b. 2 or more districts	x	9	7	10
	c. 1 system, under 5000	x	3	6	3
	d. 5000-9999	x	15	15	15
	e. 10,000-15,000	x	16	22	14
	f. over 15,000	x	17	19	16
	g. Detroit		7	9	7
16.	Number other diagnosts in your system				
	a. 0	x	25	20	25
	b. 1	x	21	28	17
	c. 2	x	20	20	20
	d. 3-5	x	23	20	24
	e. 6 or more		13	11	13
17	Is there a supervising psych. in system for professional consultation				
	a. Yes	x	37	43	34
	b. No	x	63	57	66
18.	Do you have and attend regular meetings of diagnosts. in your area				
	a. Yes	x	43	52	39
	b. No	x	57	48	61
19.	Did you: (a) take an active part in defining your role: or was your role (b) fairly well defined	x	49	54	47
		x	51	46	53
20.	Professional mem.				
	a. APA member (associate)	54	36	48	31
	b. APA Div. 12	12	3	7	2
	c. APA Div. 16	26	8	15	5
	d. Mich. P.A.	75	44	72	32
	e. NEA - MEA	50	56	54	57
21.	Present salary				
	a. less than $6000.	x	4	2	5
	b. $6000.-$6999	x	13	6	16
	c. $7000.-$7999	x	17	20	30
	d. $8000.-$8499.	x	17	15	17
	e. $8500.-$9499.	x	19	18	19
	f. $9500.-$10,000.	x	10	20	6
	g. over $10,000.		9	17	5

	MSSP	Diagnost.	MSSP Diagnost	Non MSSP Diagnost.
22. Employment period				
a. 9 or 10 months	x	70	68	70
b. 11 or 12 months	x	30	30	28
23. I received most of Psych training at:				
a. U of M	31	21	24	19
b. MSU	12	26	15	30
c. Wayne	36	25	37	20
d. Western	3	9	4	11
e. Other	19	20	20	20
24. University that recommended me as a diagnostician				
a. U of M	x	29	31	27
b. MSU	x	30	15	36
c. Wayne	x	29	43	22
d. Western	x	9	6	10
e. Other	x	3	4	3
25. Satisfied with training leading to certification				
a. Very well satisfied	30	27	28	26
b. It was adequate	52	40	48	54
c. It was weak	15	22	20	16
d. It was very poor	1	7	2	2
26. How well did training prepare you for job				
a. Very well, indeed	x	15	9	17
b. Quite well	x	40	44	38
c. It was good	x	36	35	36
d. It was skimpy	x	6	9	5
e. It was unrealistic	x			2
27. How much additional training was necessary to become a diagnost.				
a. Nothing	x	21	20	21
b. A few courses	x	19	22	18
c. Several courses	x	18	20	16
d. 6 or 7 courses	x	16	11	18
e. Extensive training because no grad psych and/or Ed. psych training	x	19	15	21
f. Extensive training although I thought I had an adequate background	x	6	9	4

	MSSP	Diagnost.	MSSP Diagnost.	Non MSSP Diagnost.
28. Essay				
29. Should the State make provisions for an expended program of psych services				
a. Yes	89	91	89	91
b. No	9	7	7	7
30 Would a two level cert. program be of value to State of Mich. even though reimbursement for the new level might not be immediately forthcome				
a. Yes	71	70	72	69
b. No	26	26	26	26
31. If certification at the school psych. level should be forthcoming would you seek certification				
a. Yes	x	59	61	57
b. Probably	x	23	20	25
c. It's doubtful	x	9	7	10
d. No	x	7	6	7
32. Check the job you expect to be doing 6 or 8 years from now				
a. Basically the same job	x		26	28
b. Administrative position	x		28	29
c. Psych at University or College	x		19	14
d. Psych in research	x		4	2
e. School Psych with part-time private practice	x		17	14
f. Psych with almost or full-time private clinical practice	x		6	4
g. Psych. in State or private hospital				
33. Essay				

28. In what areas do you consider diagnosticians to be least adequately prepared when they first come onto the job?

1)	Greater training in Basic Psychology	34%
	Diagnostics 18%	
	Basic theoretical and clinical 15%	
2)	Interpretation of results to teachers in a meaningful way; application of results to specific teaching problems	20%
3)	More understanding of educational problems; i.e., problems of curriculum, administration, classroom management	12%
4)	Parent counselling - interpretation of results to parents	10%
5)	Analysis of results - report writing	6%
6)	No comments - random answers - low frequency categories	18%
7)	Feel diagnostician adequately prepared	1%

33. If you had it to do over again what would you have done differently?

1)	Nothing - satisfied with choice	43%
2)	Pursued doctorate earlier	14%
3)	Would have entered psychology earlier	12%
4)	Would have entered other field Psychiatry, industrial psychology, social work	10%
5)	No comment	10%
6)	Unique responses	12%

APPENDIX C

SUMMARY OF RESULTS BY ENDORSING INSTITUTION

	Total Group	Recommended by University:			
		A	B	C	D
1. Sex					
a. Male	66				
b. Female	34				
2. Age					
a. 20-30	24				
b. 31-40	43				
c. 41-50	19				
d. 51-60	11				
e. over 60	3				
3. School title					
a. Diagnostician	69	93	56	90	58
b. Psychologist	28	7	42	8	36
c. Other	3	-	2	2	6
4. Undergraduate major					
a. Psychology	42	33	42	33	46
b. Education	37	33	36	42	38
c. Other	21	33	22	23	16
5. Highest Degree Held					
a. B.A.	2	7	2	2	-
b. M.A.	46	47	46	33	56
c. M.A. plus 30 hrs	46	47	44	60	34
d. Ph.D.	6	-	6	6	6
e. Ed.D.	1	-	2	-	2
6. Graduate Major					
a. Psychology	39				
b. Educ. Psych.	33				
c. Guidance	17				
d. Other	11				

	Total Group	Recommended by University:			
		A	B	C	D
7. Degree currently Working Toward					
a. B.A.	1	-	-	-	2
b. M.A.	1	-	2	-	2
c. Specialist	6	7	-	10	10
d. Ph.D.	25	-	26	21	32
e. Ed. D.	7	7	6	12	2
8. What certification do you hold?					
a. Examiner	19	27	26	12	16
b. Psychologist	8	7	10	4	4
c. Consult Psych'st.	11	-	14	2	20
9. Teaching Certificate?					
a. Yes	73	100	74	73	66
b. No	26	0	24	27	32
10. Years teaching experience					
a. 0	28				
b. 1-2	15				
c. 3-4	9				
d. 5 or more	38				
11. Years experience as a Psych'st prior becoming a diagnostician					
a. 0	66	93	54	83	58
b. 1-2	10	7	18	6	8
c. 3 or more	23	0	26	12	32
12. Years experience as school diag. or school psych'st					
a. 1-2	33	27	20	49	34
b. 3-5	39	66	32	42	38
c. 6 or more	28	7	48	10	28
13. Size of School System you serve					
a. County board	32	60	6	56	30
b. 2 or more districts	9	0	10	6	16

	Total Group	Recommended by University:			
		A	B	C	D
13. continued					
c. 1 system, under 5000	3	7	8	0	00
d. 5000-9999	15	13	18	6	16
e. 10,000-15,000	16	13	6	4	8
f. over 15,000	17	7	30	27	30
g. Detroit	7	-	22	2	0
14. Number other Diag's in your system					
a. 0	25				
b. 1	21				
c. 2	20				
d. 3-5	23				
e. 6 or more	13				
15. Is there a supervising Psych'st in system for professional consultation?					
a. Yes	37				
b. No	63				
16. Do you have and attend regular meetings of Diag's in your area?					
a. Yes	43	53	50	31	44
b. No	57	47	50	69	56
17. Did you: (a) take an active part in defining your role; or	49	67	42	40	58
was your role (b) fairly well defined?	51	33	58	58	42

	Total Group	Recommended by University:			
		A	B	C	D
18. Prof. membership					
a. APA memb or assoc	36	20	48	16	48
b. APA Div. 12	3	0	4	0	8
c. APA Div. 16	8	7	12	4	10
d. Mich. P.A.	44	20	64	31	42
e. NEA, MEA	56	86	48	61	50
19. Present salary					
a. Less than $6000.	4	0	4	6	4
b. $6000 - $6999	13	27	4	21	12
c. $7000 - $7999	17	40	26	26	28
d. $8000 - $8499	17	7	14	17	20
e. $8500 - $9499	19	20	20	16	18
f. $9500 - $10,000	10	7	14	6	12
g. over $10,000	9	-	16	4	6
20. Employment period					
a. 9 or 10 months	70				
b. 11 or 12 months	30				
21. I received most of Psych training at:					
a. U of M	21	-	10	2	60
b. MSU	26	-	4	81	2
c. Wayne	25	-	72	4	12
d. Western	9	93	-	2	-
e. Other	20	7	14	12	26
22. University that recommended me as a Diagnostician					
a. U of M	29				
b. MSU	30				
c. Wayne	29				
d. Western	9				
e. Other	3				
23. Satisfied with training leading to certification					
a. Very well satisfied.	27	27	30	23	20

	Total Group	Recommended by University:			
		A	B	C	D
b. It was adequate	40	60	52	54	54
c. It was weak	22	13	14	23	18
d. It was very poor	7	-	4	19	2
24. How well did training prepare you for job?					
a. Very well	15	20	14	13	12
b. Quite well	40	47	38	40	38
c. It was good	36	27	42	35	38
d. It was skimpy	6	7	4	12	4
e. It was unrealistic		-	2	-	2
25. How much additional training was necessary to become a diagnostician?					
a. Nothing	21	7	18	13	28
b. A few courses	19	13	28	12	18
c. Several courses	18	17	18	27	14
d. 6 or 7 courses	16	40	10	25	8
e. extensive training because no grad psych and/or ed psych training	19	27	12	19	28
f. extensive training although I thought had adequate background	6	7	10	4	4
26. Should the state make provisions for an expanded program of psych services?					
a. Yes	91				
b. No	7				
27. Would a two level cert. program be of value to State of Mich. even though reimbursement for new level might not be immediately forthcoming?					

	Total Group	Recommended by University:			
		A	B	C	D
a. Yes	70	73	64	69	76
b. No	26	27	34	25	18
If certification at the school psych. level should be forthcoming would you seek certification?					
a. Yes	59	33	68	50	64
b. Probably	23	47	10	33	20
c. It's doubtful	9	13	6	12	10
d. No	7	7	14	6	-
29. Job you expect to be doing 6 or 8 years from now					
a. Basically same		60	24	27	20
b. Administrative		13	32	36	26
c. Psych. at Univ. or college		17	10	15	20
d. Psych. in research		7	16	15	16
e. School psych. with part-time private practice					
f. Psych with almost or full-time private clinical practice		-	8	2	6
g. Psych. in state or private hospital					
30. Location of employment					
a. Detroit		0	26	4	4
b. Other large cities		47	12	50	34
c. Detroit suburbs		0	52	4	32
d. Rural		53	10	42	30

ADDENDUM

THE EMPLOYMENT OF SCHOOL DIAGNOSTICIANS IN MICHIGAN[1]

In 1949 legislation was passed in the State of Michigan which enabled Michigan school systems of 5,000 pupil population or over, to retain the services of one or more school diagnosticians[2] to provide the psychological services necessary for the operation of the Special Education Program for the Mentally Handicapped. This program has now been in operation some 14 years.

The purpose of the present study was to investigate the current status of, and administrator attitudes toward, the employment of school diagnosticians in Michigan. To this end, in the spring of 1963, a brief questionnaire was sent to all superintendents of Michigan school systems of over 5,000 pupil population. Replies were received from all school systems but two. The superintendents, or their representatives, reported that there were 14 doctoral level and 92 masters level diagnosticians serving

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[1]Report to the Michigan State Advisory Committee on the Training of School Diagnosticians.

[2]The State of Michigan uses the term school diagnostician for the position of psychological examiner or psychometrician. Although some persons prefer the title school psychologist, that term is more appropriately reserved for persons with more extensive training. At present, however, there is no State certification for the upper level of school psychologist.

them. Certification records indicated that six additional persons were employed by the school systems that did not return the questionnaire. This yields a total of 112 persons who are serving as full-time employees of local school systems. This does not include the school diagnosticians employed by county boards of education or jointly employed by two or more smaller systems. There are 95 such persons.

The employment of a diagnostician by a given school system is, of course, contingent upon the availability of a certifiable person; but, in general, it is even more contingent upon that system's receiving State reimbursement for that individual's salary. Excluding the city of Detroit, which could theoretically qualify for 33 additional diagnosticians, in 1963 there were 10 Michigan school systems that were understaffed; that is, there were 10 school systems that could legitimately retain fulltime diagnosticians and still receive State reimbursement. The 10 understaffed systems had a total of 15 vacancies. Only seven of the understaffed systems, however, indicated a desire to hire additional personnel.

It is disconcerting to discover that there are a number of school systems not interested in retaining the services of a school diagnostician even though they are eligible to receive State reimbursement. Such a decision on the part of those systems apparently is not a recent one, either. They have, according to their indication, made no attempt to hire psychological staff

in over a year. In addition, one of the adequately staffed systems voluntarily indicated that they were dissatisfied with the services provided by their diagnosticians and that they would not replace them when they left.

On the other hand, 24 school systems, or approximately one-half of the school systems of over 5,000 pupil population, said they had tried to hire a diagnostician within the preceding 12 months. Seventeen systems reported success in hiring 19 persons. The seven systems not successful in hiring diagnosticians report nine full-time vacancies still unfilled. (It should be remembered that these figures deal with local school positions only.)

When asked, "What do you consider a fair salary for a young diagnostician with one year's experience?" the salary quoted by the superintendents ranged from $5,200 to $8,700. Both the median and the modal salaries were in the $5,400 to $5,500 range. Approximately 75% of the superintendents quoted $6,000 or less as a "fair salary." Ten per cent of the superintendents, however, indicated that they were not interested in hiring diagnosticians with only minimal qualifications. Instead, they were attempting to hire individuals with more extensive training for whom they felt a fair nine months salary would be in the $8,000 to $9,000 range.

To summarize, judging from the number of school systems that attempted to hire diagnosticians within the past year, the public

still appears to be generally interested in the continuation of psychological services within the schools. This seems a valid conclusion in spite of the fact that there are a number of systems that are not interested in such services, even on a reimbursed basis. This latter situation is serious, however, and ought not be ignored, for it represents the attitude of approximately 1 out of every 12 systems eligible to hire diagnosticians under the reimbursement program. Conversely, though, a comparable number of systems are interested in upgrading their present services and are actively seeking especially well-qualified personnel. Both of these attitudes may reflect a basic dissatisfaction with, or disillusionment in, the service they have received to date. In certain cases, the disillusionment may have resulted in a negative reaction with a consequent desire to terminate the unsatisfactory services, whereas, in other cases the disillusionment may have resulted in a stronger resolve to upgrade their programs through a more rigorous selection policy.

In conclusion, then, it would seem that the employment opportunities for school diagnosticians are still relatively sound. The pattern of those opportunities, however, has shifted somewhat in recent years. Although there are still a number of openings available in the larger school systems, the younger diagnostician could more reasonably look forward to employment at the country level or at the smaller school level where cooperative arrangements have been made between adjacent communities.

The more experienced person, however, and especially the person who has conscientiously pursued a program of additional professional study can begin to look forward to an increasing number of opportunities for employment at a higher level of responsibility and at a more attractive salary than has heretofore been available.